

The “What” and the “How” of Foundational Reading and Writing of Information Text

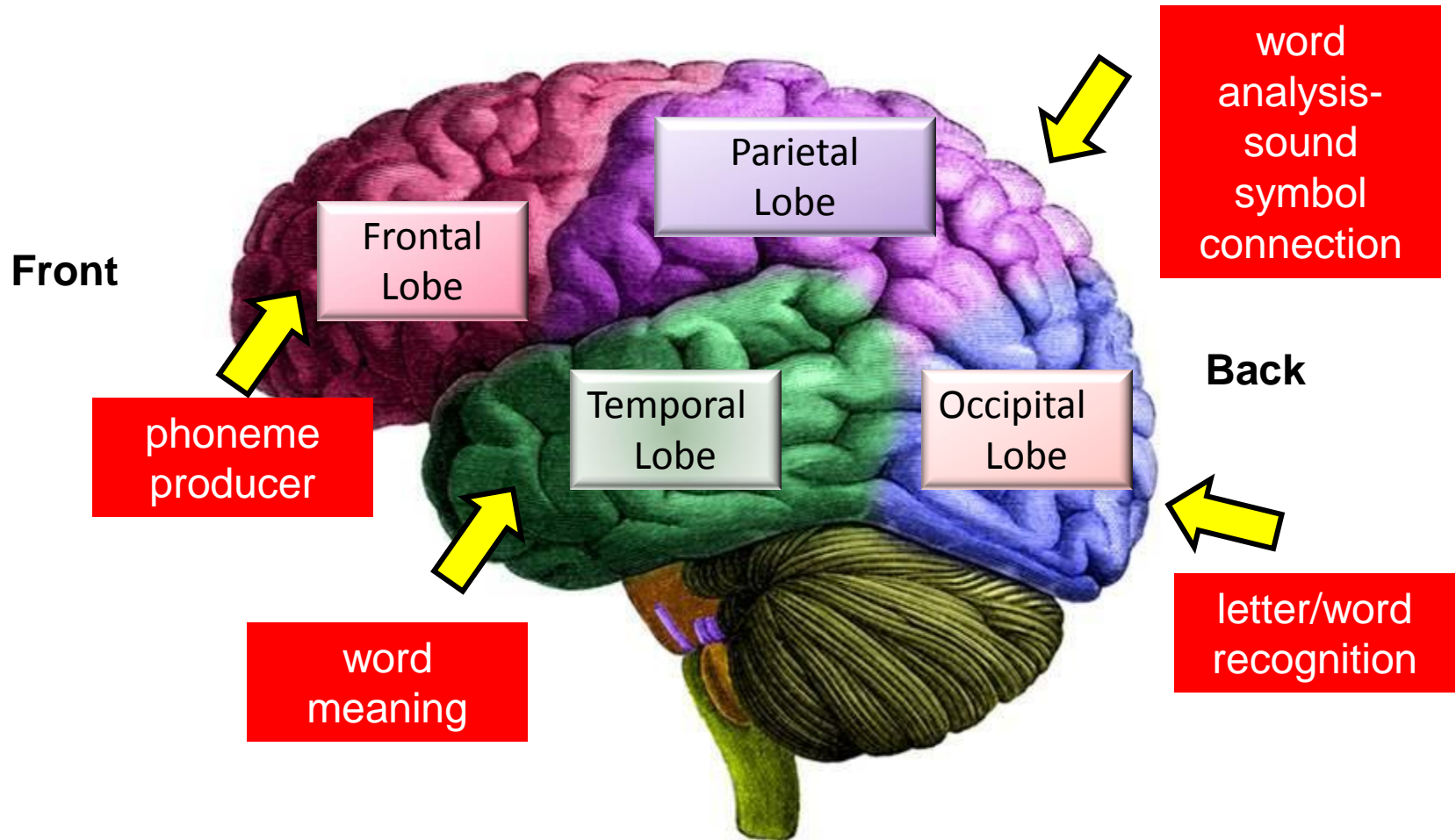


Reflecting on what we've learned

What we know...



Skilled Reading: How the Brain Works



The Many Strands that are Woven Into Skilled Reading

(Scarborough, 2001)

LANGUAGE COMPREHENSION

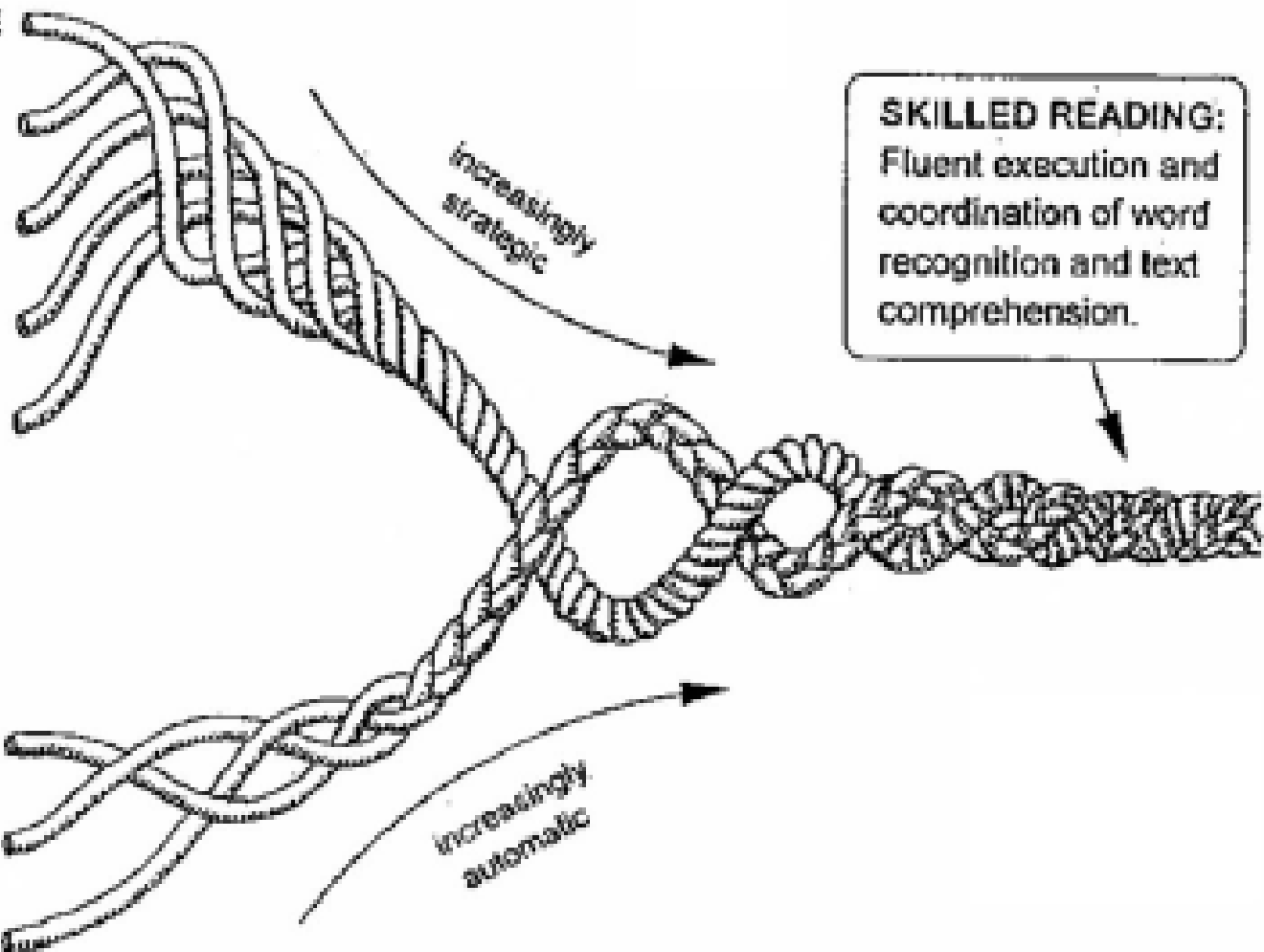
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)



WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and
coordination of word
recognition and text
comprehension.

Simple View of Reading



Gough & Tunmer, 1986

**What causes difficulty in
reading comprehension?**

Difficulties with Comprehension

- Inefficient decoding skills
- Lack of reading fluency
- Lack of oral language and world knowledge
- Inadequate linguistic development

Difficulties with Comprehension

- Language-processing difficulties
- Poor working memory
- Lack of attention
- Lack of metacognitive strategies

What Good Readers and Critical Thinkers Do...

- ✓ locate and identify important information.
- ✓ recognize relationships that exists among the ideas presented in a text and between those ideas and what the reader already knows.
- ✓ organize ideas into a mental pattern or sequence that makes sense to the reader.

Arizona's College and Career Ready Standards

K-5

Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

10 CCR Anchor Standards for
Reading

Literature and Informational

- Key ideas and detail
- Craft and Structure
- Integration of Knowledge and Ideas

Foundational Skills

- Print Concept
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

10 CCR Anchor Standards for
Writing

- Text Types and Purpose
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

(Grade Specific Standards)

6 CCR Anchor Standards for
Speaking and
Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

(Grade Specific Standards)

6 CCR Anchor Standards for
Language

- Conventions of Standards English
- Knowledge of Language
- Vocabulary Acquisition and Use

(Grade Specific Standards)

*Within the AZCCR Reading Informational standards, there are AZ content standards for *Social Studies, Science and other Technical Subjects* standards.

What Research Says...

APPENDIX A

RESEARCH SUPPORTING KEY ELEMENTS OF THE STANDARDS

Appendix A

Reading: Text Complexity	Pages 2-16
Reading: Foundational Skills	Pages 17-22
Writing	Pages 23-25
Speaking and Listening	Pages 26-27
Language	Pages 28-31
Vocabulary	Pages 32-35
Bibliography and Glossary of Key Terms	Pages 36-43

Shifts

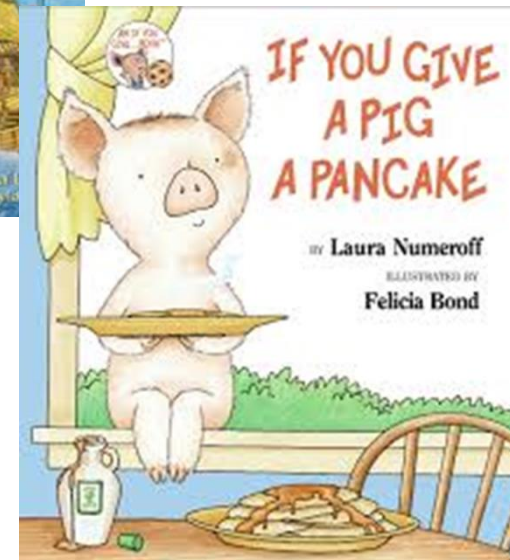
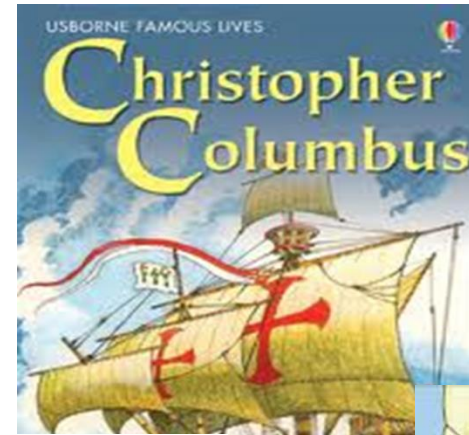
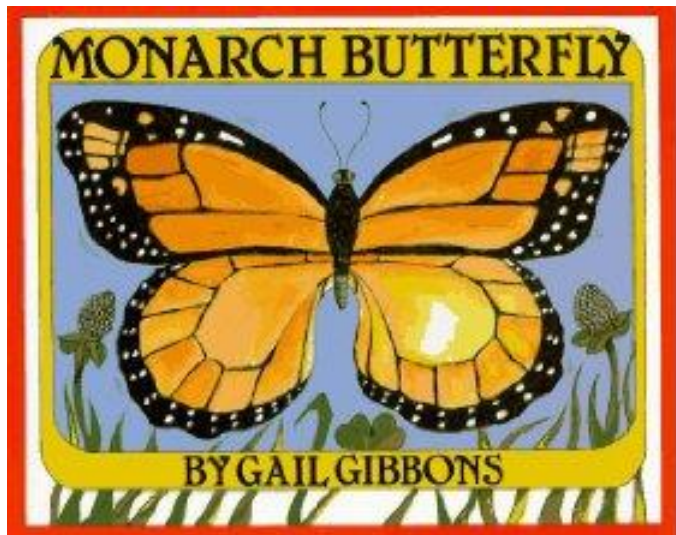
WHAT HAS CHANGED?

3 ELA/Literacy Shifts

- Building knowledge through **content-rich nonfiction**
- Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **academic language**

ELA/Literacy: Shift #1

Building knowledge through content-rich nonfiction.



Text Reflection/Analysis

1. Think about your curriculum materials.
What insights do you have?
2. Have you achieved a 50/50 balance? Ideas
for achieving this?

Basal Alignment Project

<http://achievethecore.org/page/694/join-the-basal-alignment-project-detail-pg>

Achievethecore.com

Search: Basal Alignment Project

Edmodo Code- F4Q6NM

ELA/Literacy: Shift #2

Reading, writing and speaking grounded in evidence from text, both literary and informational.

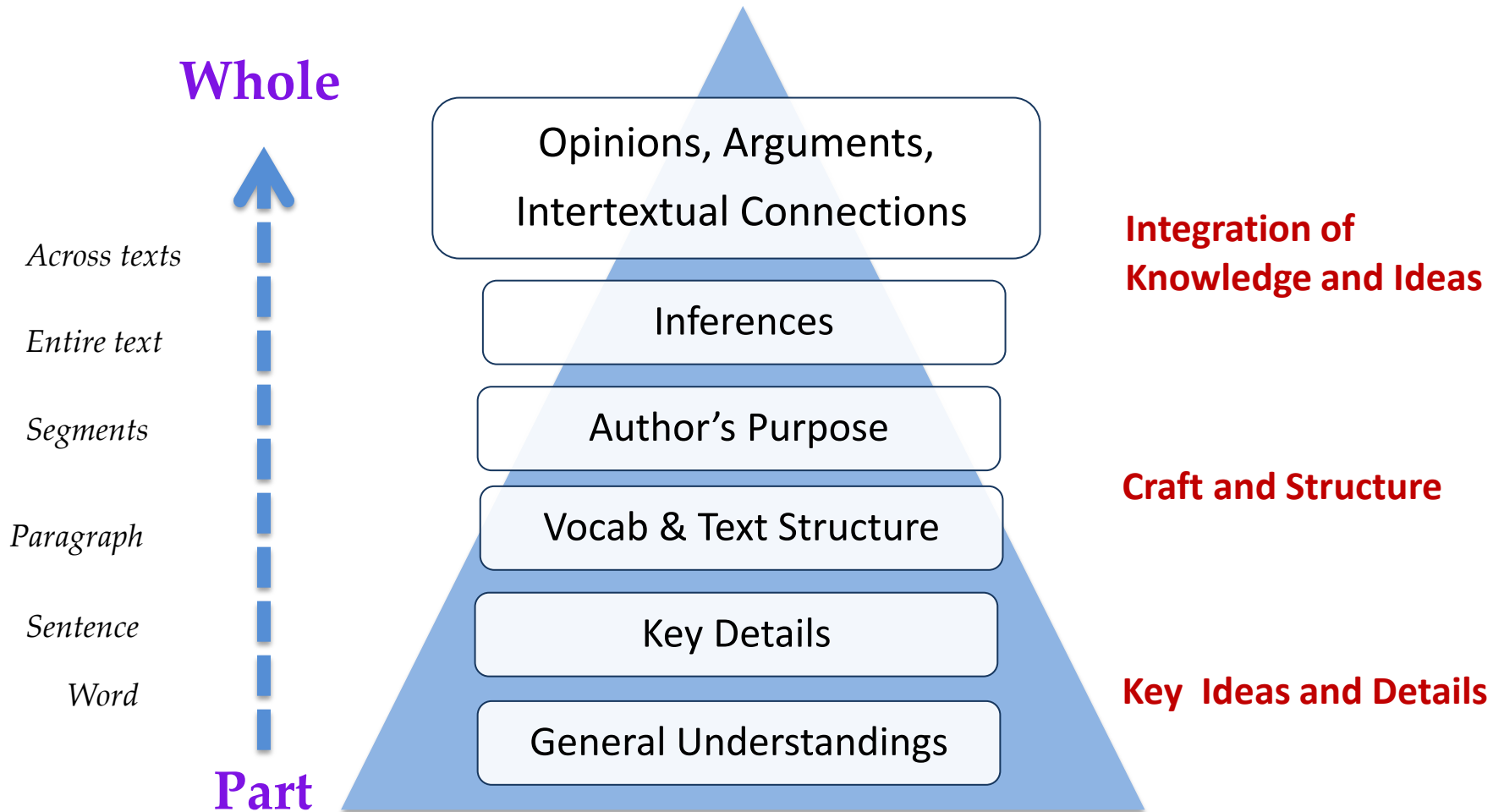


General Understandings in Kindergarten

Retell the story in order using the words
beginning, middle, and end.



Progression of Text-dependent Questions



Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main ideas
- Answers who, what, when, where, why, how much, or how many.

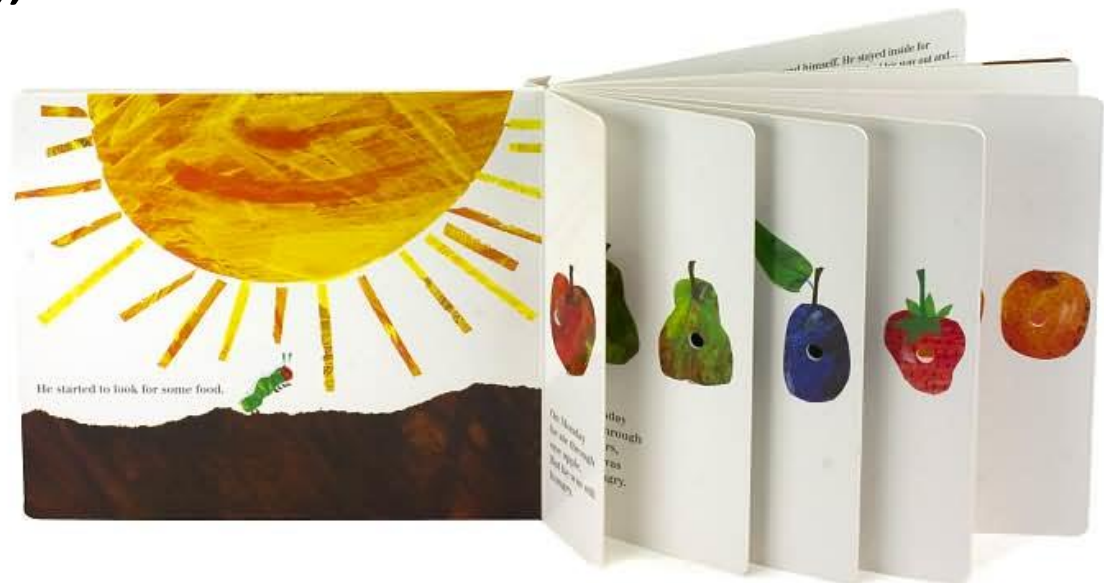


Key Details

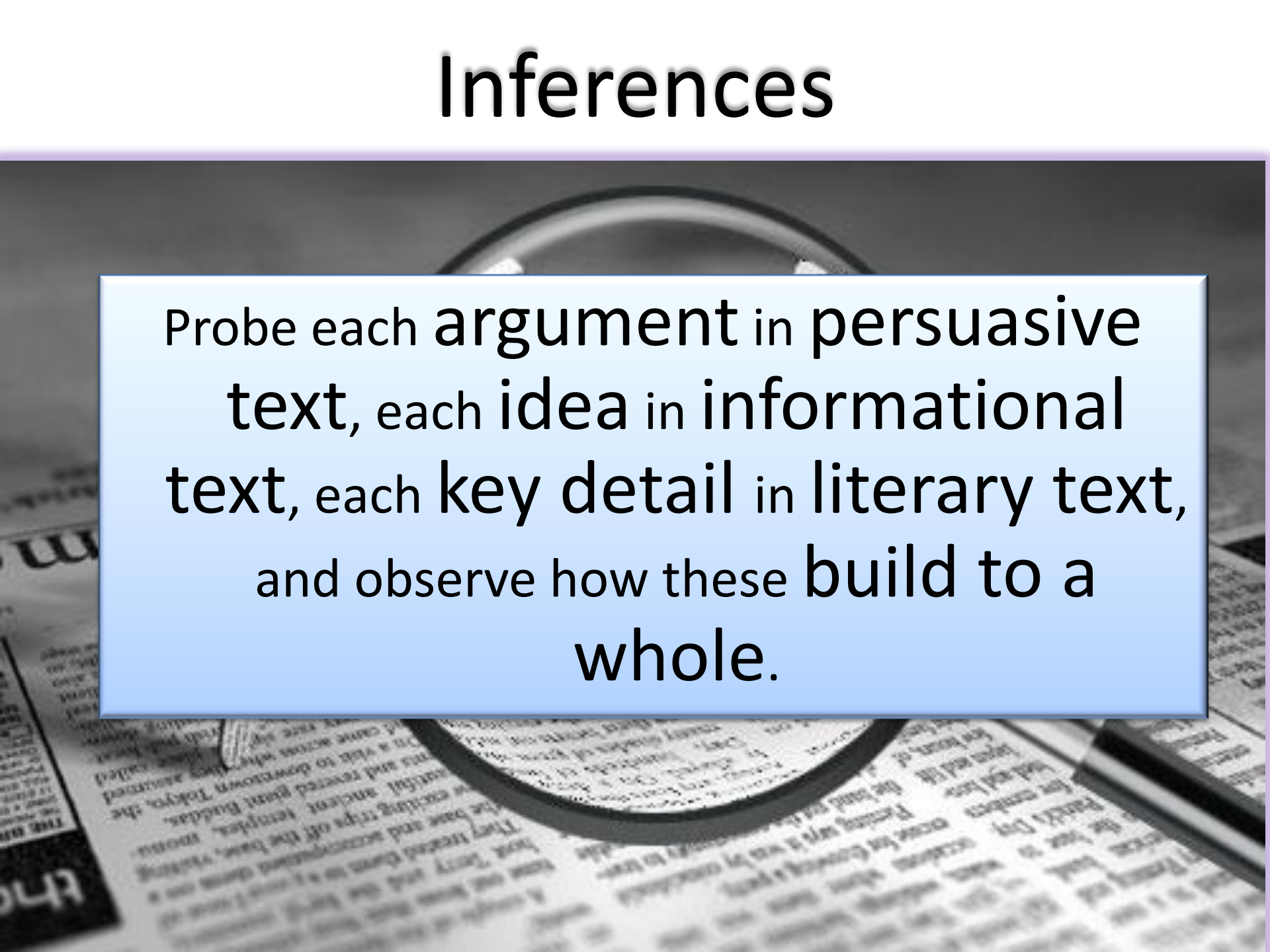
- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave him a stomach ache? What is one food that did not him a stomach ache?



It took more than 3 weeks.
He ate for one week, and
then “he stayed inside [his
cocoon] for more than two
weeks.”



Inferences

A magnifying glass is positioned over a newspaper page, which serves as the background for the slide. The text of the newspaper is visible but blurred, with some words like 'THE NEW' and '170' partially legible. The magnifying glass's handle is in the bottom right, and its lens is centered over the text.

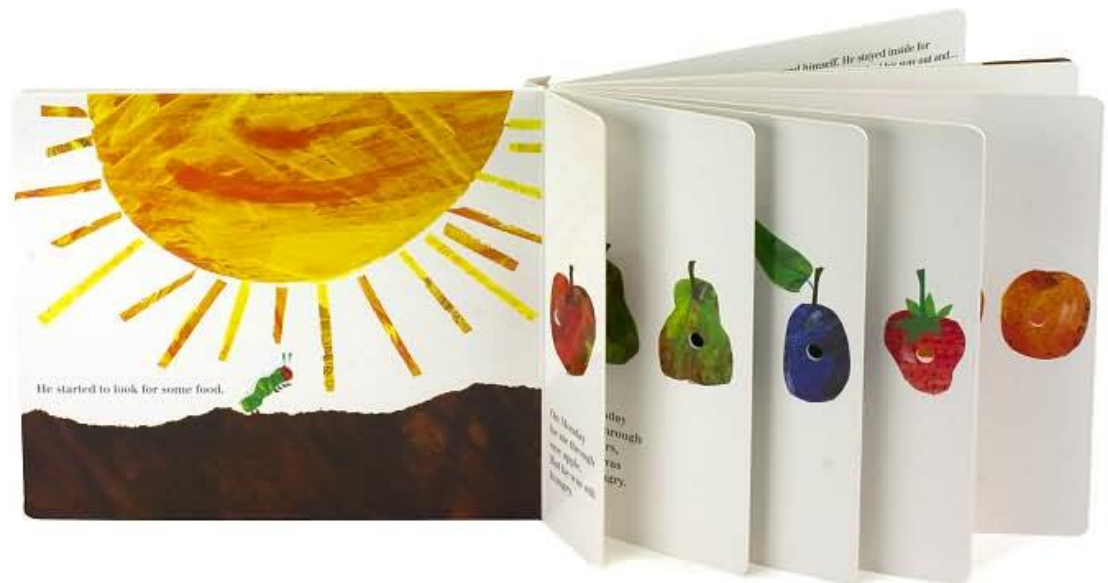
Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole.

Inferences

The title of the book is *The Very Hungry Caterpillar*. How do we know he is hungry?



The caterpillar ate food every day “but he was still hungry.” On Saturday he ate so much food he got a stomach ache! Then he was “a big, fat caterpillar” so he could build a cocoon and turn into a butterfly.

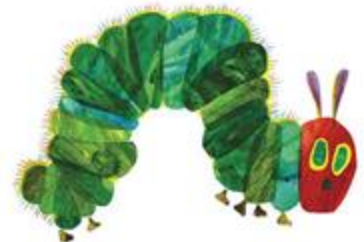


Hungry Caterpillar



He built a small house, called a cocoon, around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the cocoon, pushed his way out and he was a beautiful butterfly!

What is a text dependent question you might ask?



ELA/Literacy: Shift #3

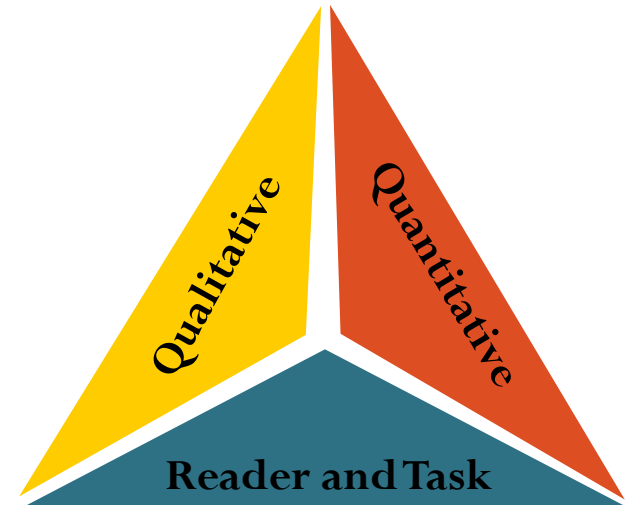
Regular practice with complex text and its academic language.



Text Complexity

Text complexity is defined by:

1. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. **Quantitative measures** – readability and other scores of text complexity
3. **Reader and Task** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Classroom Texts: Considering Purpose

Decodable Texts

Authentic Texts

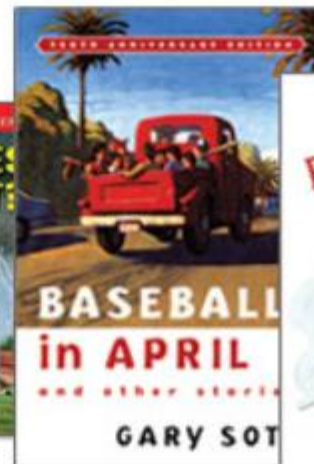
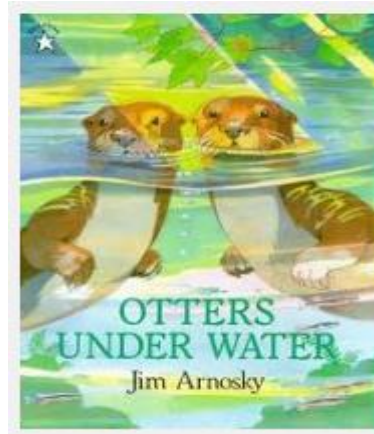
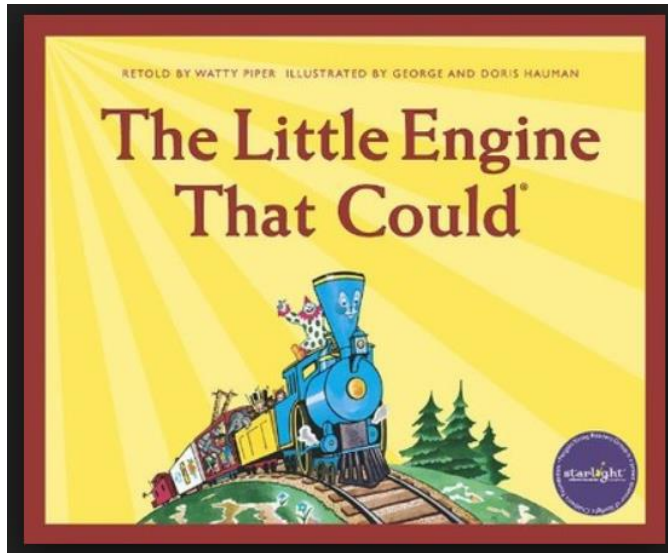
Leveled Texts

Decodable Texts

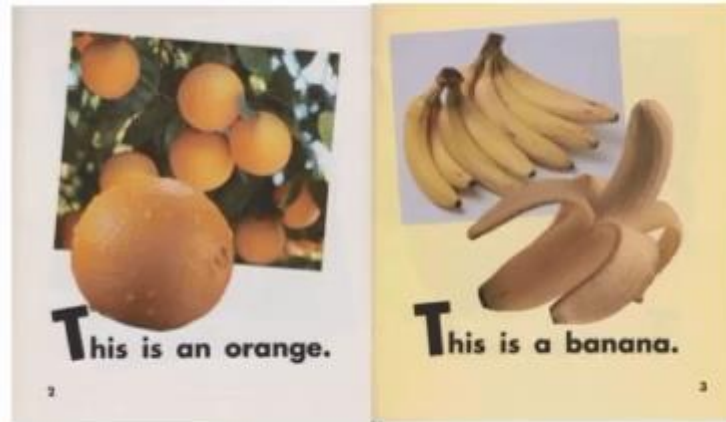


Pictures in good decodable books support the story. Pictures are not meant to help students guess the words.

Authentic Texts



Leveled Texts



Strand: Reading

FOUNDATIONAL SKILLS

Morphology

- The smallest unit of meaning in a word

Example ***unlocked***

3 morphemes

(un lock ed)

un – (undo or reverse)

lock – (to fasten or secure)

ed – (happened in the past)

Morphology

-ed

sailed

missed

landed

trimmed

picked

sprinted

begged

seeped

pleated

**Final sound is
voiced than the
_ed will be
voiced /d/**

ed says "d"



She played ed hopscotch

Morphology

-ed

sailed

missed

landed

trimmed

picked

sprinted

begged

seeped

pleated

**Final sound is
voiced than the
_ed will be
voiced /d/**

**Final sound is
unvoiced than
the _ed will be
voiced /t/**

ed says "t"



He missed the bus.

Morphology

-ed

sailed

missed

landed

trimmed

picked

sprinted

begged

seeped

pleated

Final sound is
voiced than the
_ed will be
voiced /d/

Final sound is
unvoiced than
the _ed will be
voiced /t/

Final sound is a
/t/ or /d/ than
the _ed will be
/ed/ - 2 syllable

ed says "ed"



He wanted a computer.

Selecting Words From Read-Alouds

Tier 1

- easy; meaning known by everyone
- *catch, when, believe*

Tier 2

“Mortar Words”

Academic Words

- useful in a variety of situations
- *benevolent, sinister, endure*

Tier 3

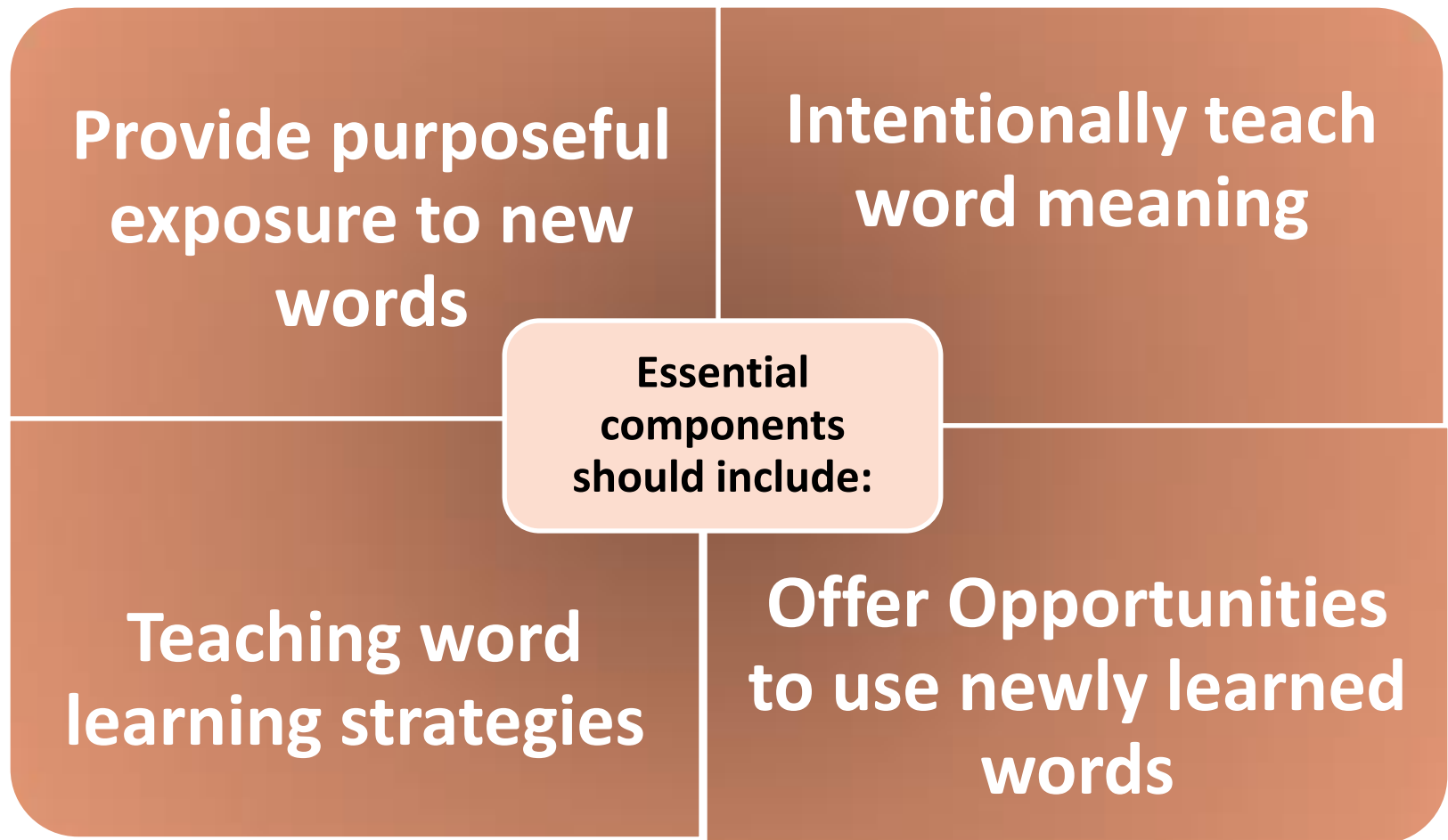
“Brick Words”

Domain Specific

- often bolded, with definition
- *isotope, tsunami, inhabitants, life cycle, organism, opaque, transparent*

The Four Ply Vocabulary Plan

Michael Graves (2000 and 2006)



Four-Part Routine

**Provide purposeful
exposure to new
words**

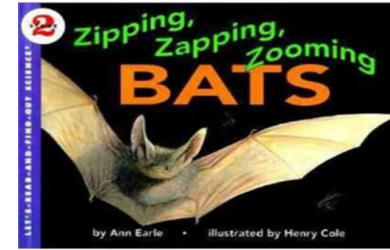
Teaching of individual words

Essential
components
should include:

Teaching word learning
strategies

Opportunities to use the word

Close Reading



Page 15

Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Vocabulary Routine – Step 1:

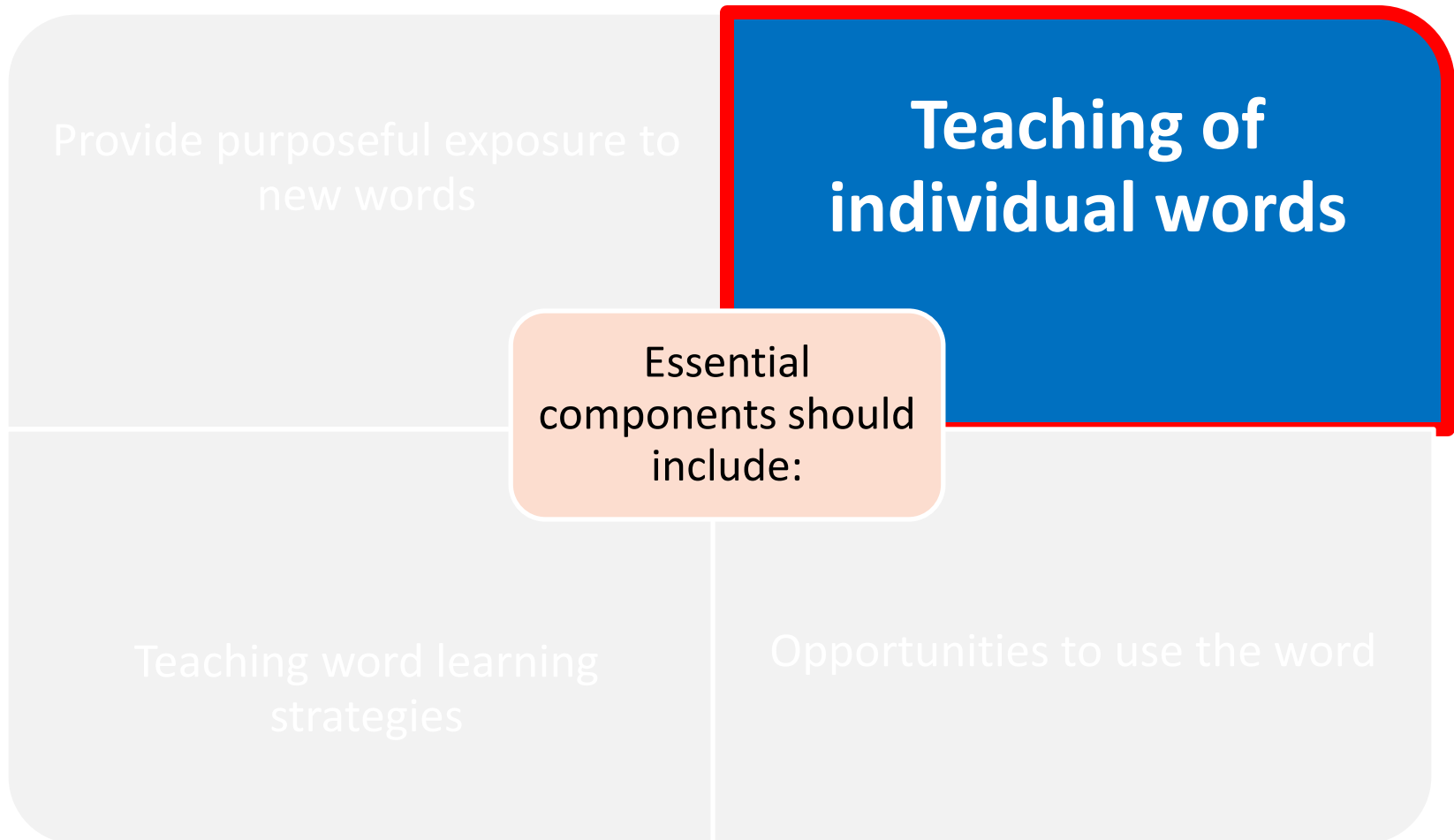
Contextualize the New Word

From: *Zippering Zapping Zooming Bats*

expert

“Bats are also good hunters because they are expert fliers.

Four-Part Routine



Vocabulary Routine – Step 2:

Repeat the Phonological Representation

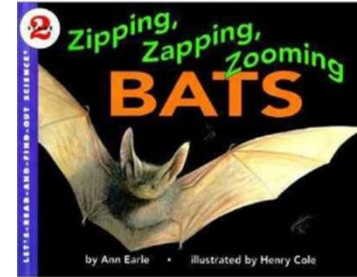
Let's say the word together –
expert

Let's clap it out –
ex pert

Let's whisper it -
expert

Close Reading

Page 15



Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Four-Part Routine

(Graves, 2000)

Providing rich and varied
language experiences

Teaching of individual words

**Essential
components
should include:**

**Teaching word
learning strategies**

Opportunities to use the word



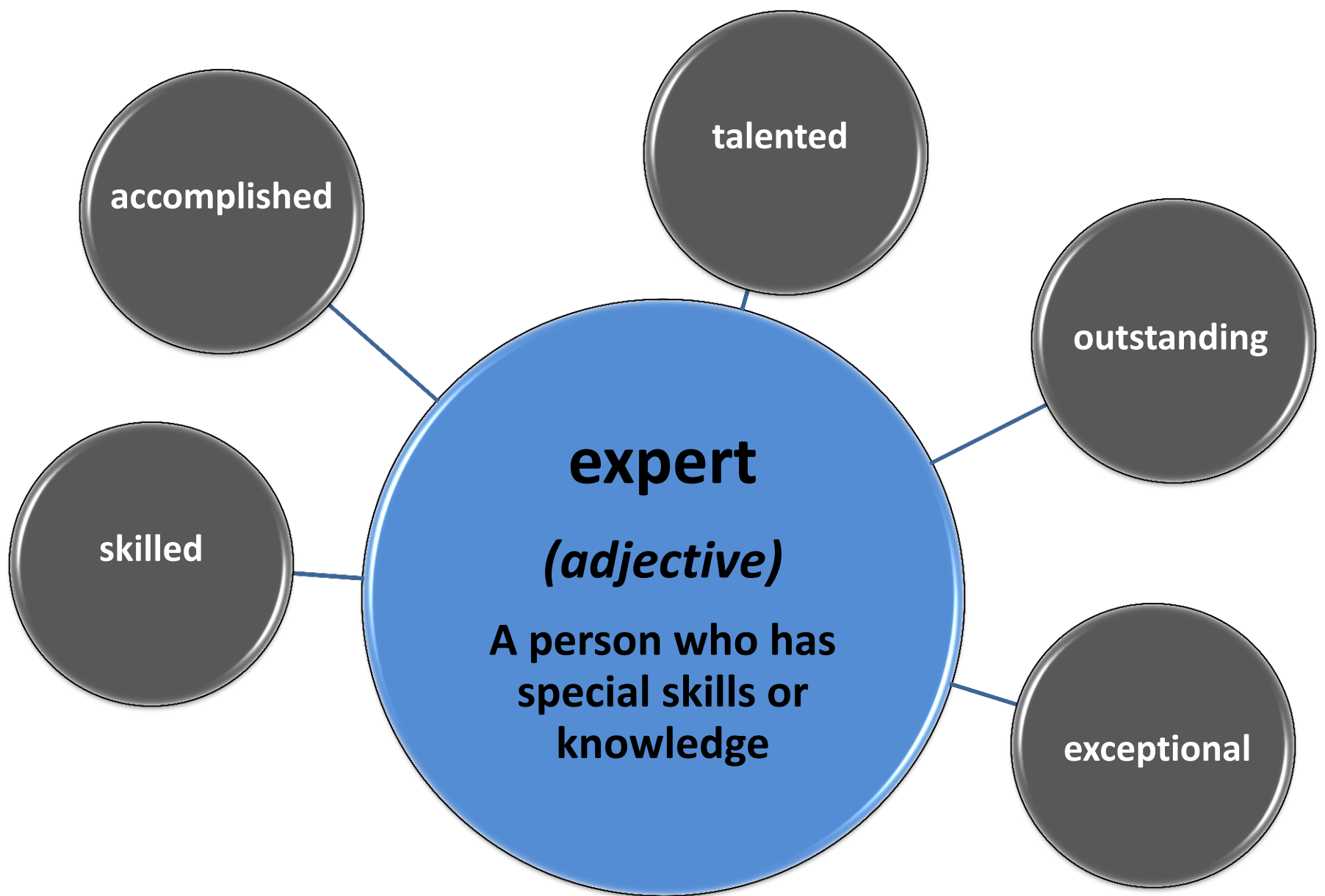
Vocabulary Routine – Step 3 Define

Using

Student-Friendly Words

expert

A person who has special
skills or knowledge



I am an expert in long distance swimming

Four-Part Routine

(Graves, 2000)

Providing rich and varied
language experiences

Teaching of individual words

Essential
components
should include:

Teaching word learning
strategies

**Opportunities to
use the word**

Vocabulary Routine – Step 4

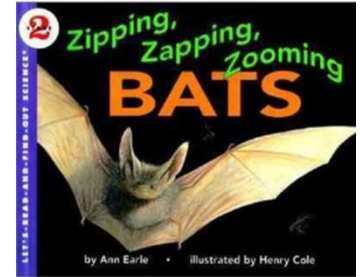
Opportunity to use the word

Who are the experts?

		Playing football - Cardinal Receiver
	doctor	healing the sick
	chef	cooking a meal
	pilot	flying an airplane
	architect	creating a building

Looking for grammatical features

Page 15



Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Looking at grammatical
features to enhance
comprehension

Grammar Scaffold- A Teacher Tool

Grammar Scaffold- Informational Text

Name of Text: _____

Page #/Section: _____

Grade Level: _____

Lexile Level: _____

Evident (yes/no)	Grammar/Academic Language	Examples/Instructional Considerations
	Informational Density (Look for facts that are implied, complex, or confusing.)	
	Noun Phrases (Look for “packed” noun phrases. These are ones that have a lot of information surrounding them.)	
	Pronouns (Look for pronouns and their antecedents that may confuse students.)	
	Complex Sentence Structure (Look for clauses, compound sentences, complex sentences.)	
	Vocabulary (Note vocabulary that may be unfamiliar or need clarification in the context of the piece.)	
	Other (verbs, adverbs, prepositional phrases, etc.)	

Name of Text: _____

Page #/Section: _____

Grade Level: _____

Lexile Level: _____

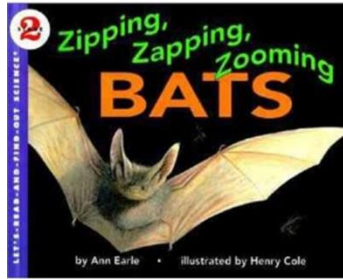
Grammar Scaffold

Grammar features to consider

Does this feature appear in the text?

Evident (yes/no)	Grammar/Academic Language	Examples/Instructional Considerations
	Informational Density (Look for facts that are implied, complex, or confusing.)	
	Noun Phrases (Look for "packed" noun phrases. These are ones that have a lot of information surrounding them.)	
	Pronouns (Look for pronouns and their antecedents that may confuse students.)	
	Complex Sentence Structure (Look for clauses, compound sentences, complex sentences.)	
	Vocabulary (Note vocabulary that may be unfamiliar or need clarification in the context of the piece.)	
	Other (verbs, adverbs, prepositional phrases, etc.)	

Explain how this feature affects instruction.



Close Reading

Page 15

Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Grammar Scaffold- Informational Text

Name of Text: Zipping, Zapping, Zooming Bats

Page #/Section: pg. 7

Grade Level: 3rd grade

Lexile Level: 740

Example

Evident?

Feature

Considerations
for instruction

Evident (yes/no)	Grammar/Academic Language	Examples/Instructional Considerations
Yes	Informational Density	<ul style="list-style-type: none"> Bat wings are different from bird wings Membrane between the bones In a bat wing
Yes	Noun Phrases (Look for "packed" noun phrases. These are ones that have a lot of information surrounding them.)	Good hunters Expert fliers Long arm bones Extra-long finger bones
Yes	Pronouns (Look for pronouns and their antecedents that may confuse students.)	<ul style="list-style-type: none"> Their- Bats It- membrane (Bat's Bats Bats' review)
Yes	Complex Sentence Structure (Look for clauses, compound sentences, complex sentences.)	<ul style="list-style-type: none"> Prepositional phrases
Yes	Vocabulary (Note vocabulary that may be unfamiliar or need clarification in the context of the piece.)	<ul style="list-style-type: none"> Expert membrane
Yes	Other (verbs, adverbs, prepositional phrases, etc.)	Prepositional Phrases: <ul style="list-style-type: none"> they are good fliers between the bones to the legs to the bat's legs and body

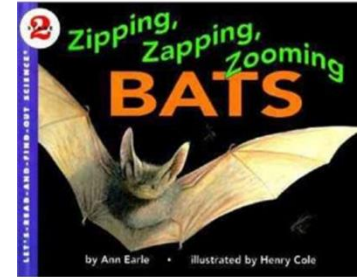
Exploring Informational Text

**ORGANIZATIONAL PATTERNS AND
ROUTINES**

Elements of Expository/Informational Text

Examples	Newspaper	Textbook	Magazine Articles	Brochures	Catalogues
Purpose	To inform				
Characteristics	One expository passage may be organized using several different text structures.				
Expository/Informational Terms (student-friendly definition)	Cause-Effect	How or why an event happened; what resulted from an event			
	Chronology/ Sequence	The order of events/steps in a process			
	Compare/ Contrast	How two or more things are alike/different			
	Description/ Categorization	How something looks, moves, works, etc.; a definition or characterization			
	Problem- Solution	What's wrong and how to fix it			
	Position-Reason	Why a point or idea should be supported; what's wrong with an idea			

Signal Words



Page 15

Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Organizational Patterns

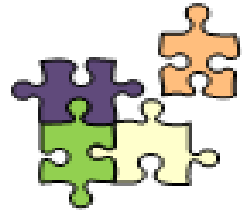
(Marzano et al., 1997)

These apply to the **informational** reading and writing processes.

1. Compare and contrast *
2. Descriptive patterns *
3. Episode pattern
4. Process/ Cause-Effect *
5. Time Sequence pattern *
6. Concept pattern
7. Generalization/principle pattern

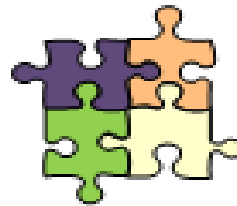
Center on Instruction

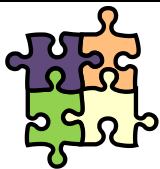
<http://www.centeroninstruction.org/>



Informational Text Structure Templates

October 2012





Cause and Effect

Purpose: to explain why or how something happened/happens

Effect = what happened

Cause = why it happened

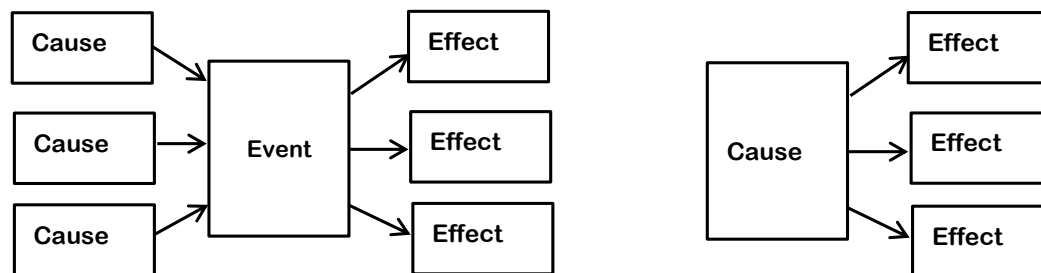
Signal Words and Phrases

as a result	if . . . then	outcome
because	impact	reasons for
consequently	in order to	since
due to	influenced by	so that
effects of	is caused by	therefore
for this reason	leads to	thus
how	on account of	when...then

Comprehension Question Frames

1. What were the specific events that happened?
2. Why did the events happen? What were the causes?
3. What were the results or outcomes of these events happening? What was the effect?
4. Did prior events cause or influence the main event? If so, in what ways?
5. What is the significance of the event and/or the results (outcomes)?

Graphic Organizers



Informational
Text
Structure

Descriptive

Compare and
Contrast

Problem
Solution

Chronological

Cause and Effect

The Format

- Simple format
- Promotes active reading
- Easy to study
- Good for lectures
- Versatile

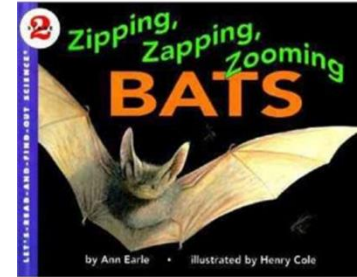
Major Topic	
Subtopic	<ul style="list-style-type: none">• Detail• Detail• Detail
Subtopic	<ul style="list-style-type: none">• Detail• Detail
Summary	

Two Column Notes

Topic:	
Subtopic:	Details:
Subtopic:	Details
Subtopic:	Details
Summary:	

Close Reading

Page 15



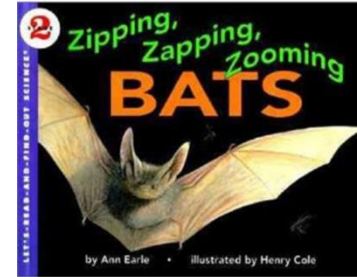
Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Two Column Notes

Bats	<ul style="list-style-type: none">• Good hunters• Expert Fliers
Wings	
Membrane (thin skin)	
Summary	

Close Reading

Page 15



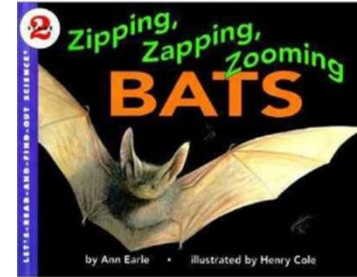
Bats are also good hunters because they are expert fliers. Their **wings** are different from bird wings. Bat wings have **long arm bones with extra long finger bones**. A thin skin called a membrane stretches between the bones. The membrane connects the wing bones to the bat's legs and body. It may also join the tail to the legs.

Two Column Notes

Bats	<ul style="list-style-type: none">• Good hunters• Expert Fliers
Wings	<ul style="list-style-type: none">• Long arm bones• Extra long finger bones
Membrane (thin skin)	
Summary	

Close Reading

Page 15



*Bats are also good hunters because they are expert fliers. Their wings are different from bird wings. Bat wings have long arm bones with extra long finger bones. A thin skin called a **membrane** stretches between the bones. The membrane **connects the wing bones to the bat's legs and body**. It may also **join the tail to the legs**.*

Two Column Notes

Bats	<ul style="list-style-type: none">• Good hunters• Expert Fliers
Wings	<ul style="list-style-type: none">• Long arm bones• Extra long finger bones
Membrane (thin skin)	<ul style="list-style-type: none">• Stretches between the bones• Connects the wing bones to the legs and body• Sometimes joins tail to legs
Summary	

Two Column Notes

Bats	<ul style="list-style-type: none">• Good hunters• Expert Fliers
Wings	<ul style="list-style-type: none">• Long arm bones• Extra long finger bones
Membrane (thin skin)	<ul style="list-style-type: none">• Stretches between the bones• Connects the wing bones to the legs and body• Sometimes joins tail to legs
<p>Bats are good hunters and excellent fliers. They have long arms bone with extra long finger bones. Bats have a thin skin called a membrane. The membrane stretches between the bones and connects the bones to the legs and body and sometimes the tail.</p>	





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